



## Early Career Teacher Policy 2023/24

The early career framework (ECF) sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.

The Department for Education published [interim research which evaluated the national rollout of the ECF induction programme](#) in May 2022.

### Rationale

The ECT induction period is not only very demanding but is also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

### Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide a programme which identifies and meets the needs of each ECT, including negotiating objectives, which take account of any evaluations from the ECTs ITT;
- to ensure the ECT has access to a suitable range of professional support, guidance and advice, including the allocation of an induction tutor;
- to ensure the Induction Tutor is properly experienced and trained for their role;
- to ensure regular meetings with key induction staff, especially the Induction Tutor;
- to make clear the teacher's roles, responsibilities and expectations.
- to make adequate resources available to support the induction arrangements;
- to ensure a 10% reduction in the ECTs timetable (compared to standard scale staff);
- to provide ECTs with examples of good practice;
- to provide regular, developmental feedback on the ECT's classroom practice and teaching;
- to provide fair and reasonable circumstances in which the ECT will be able to demonstrate her/his ability to perform satisfactorily against the Teachers' Standards;
- to encourage reflection on their own and observed practice;
- to reflect the procedures and guidance, set out by National Teacher Accreditation (NTA), for monitoring, assessing and reporting on progress during the induction period;
- to help ECTs form good relationships with all members of the school community and stakeholders and to help them become aware of the school's role in the local community;

- to provide access to a range of CPD opportunities;
- to provide a period of induction which enables the ECT to take increasing responsibility for her/his professional development and career progression;
- to review the effectiveness of the school's arrangements for the induction of ECTs.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body will be fully aware of the contents of the DfE's Statutory Guidance on Induction for Induction for Early Career Teachers (England), which came into effect on 1<sup>st</sup> September 2021 and sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's Induction Coordinator is \_\_\_Helen Cutts\_\_\_\_\_

The Governor with responsibility for ECTs is \_\_\_Sharon Bennett\_\_\_\_\_

### **The Headteacher**

The headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body (NTA) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

The responsibility for the implementation of the Induction Programme may be delegated to an induction coordinator. In addition to the statutory requirements the head teacher will:

observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing NTA immediately;  
keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### **Induction Coordinator**

The induction coordinator responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but

also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, providing support and guidance and the rigorous but fair assessment of ECT performance.

The induction Coordinator is Helen Cutts.

### **Induction Tutor**

In addition to the induction coordinator, a tutor may be appointed to provide on-going support on a daily basis. The tutor will contribute to the judgements about the performance against the Teachers' Standards. (These two roles may be undertaken by the same person in The Acorns School)

### **Induction Mentor**

Under the revised guidance, the headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals.

The induction mentor is Sue Stephenson.

### **Entitlement**

The ECT should be proactive in his/her own career development. However, this induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor/coordinator who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with tutor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload, in the first year and a reduction of 5% in the second year. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

## **Lesson observation, reviewing and target setting**

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

## **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous but also objective:

- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly assessment reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement,
  - targets for coming term
  - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

## **At risk procedures**

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

A support plan will be written and signed by all parties which will detail the support to be provided and enable any weaknesses to be addressed.

An ECT At Risk form will be completed and sent to NTA, which will include:

Details of the nature of the problem and advice on how to redress the problem,

Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice,

Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation,

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

An NTA Quality Assurance Officer may visit the school to address any concerns and offer advice. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

## **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact – **Helen Dowling admin@nta.org.uk 01761 231818**.

This policy was agreed and adopted in September 2019. It will be reviewed as part of the school's development cycle by September 2020, prior to this date should there be any changes to statutory requirements.

<b>Date:</b>	19/10/22 HC 1/9/23 HC To be reviewed September 2024
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